DOCUMENT RESUME

ED 240 154 TM 840 083

AUTHOR	Chick, Lila; And Others
TITLE	Futureprint. California Demonstration Program in Reading: De Anza Junior High School. Eleventh Annual Report.
INSTITUTION	Ontario-Montclair School District, Ontario, Calif.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, D.C. National Diffusion Network.
PUB DATE	30 Jun 83
NOTE	39p.; For Evaluation Handbook, see TM 840 084.
AVAILABLE FROM	Central California Center for Educational Improvement, Mail Code 223, Santa Clara County Office of Education, 100 Skyport Drive, San Jose, CA, 95115.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Achievement Gains; *Demonstration Programs; Junior High Schools; Program Descriptions; *Program Evaluation; *Reading Achievement; *Reading Centers; Reading Instruction; Self Concept; Validated Programs
IDENTIFIERS	*De Anza Reading Center CA; *Project Futureprint

ABSTRACT

The De Anza Reading Center is a California Demonstration Program for intensive instruction in reading at the junior high school level that was originally modeled after the successful program developed at Santa Barbara Junior High School. Operating since January of 1973, each project group receives instruction in the Reading Center for two years--as seventh and eighth graders. All students at the project grade level participate in heterogeneous classes regardless of their reading levels and abilities. The objective is to help every student become a better reader and a more responsible person by increasing the reading achievement and improving the self concept of each student. As outlined in the proposal, the project was to include 12 major components and 8 specific objectives. The evaluation of these twenty items is contained within this report. The appendices include a parent questionnaire with parental comments and suggestions, parental interviews and comments, and student interviews and comments. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

A Glaser

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NDN U.S. DEPARTMENT OF EDUCATION
WASHINGTON D.C.
THE NATIONAL DIFFUSION NETWORK

ONTARIO-MONTCLAIR SCHOOL DISTRICT
950 West D Street
Ontario, California 91762

FUTUREPRINT

CALIFORNIA DEMONSTRATION PROGRAM IN READING

DE ANZA JUNIOR HIGH SCHOOL

Eleventh Annual Report

Superintendent . . . . . Robert Vislay

School Principal . . . . . John Temple

School Project Specialist . . . . . Ann Glaser

Project Evaluator . . . . . Lila Chick

TABLE OF CONTENTS

		PAGE NO.
PART I	Overview of the Project	1
PART II	Results of the Programs's Specific Objectives	11
	Objective 1	13
	Objective 2	14
	Objective 3	15
	Objective 4	16
	Objective 5	16
	Objective 6	17
	Objective 7	18
	Counseling Component	19
PART III	Appendix	21
	Parent Questionnaire	22
	Parent Interviews	23
	Student Interviews	28

PART I

Overview of the Project

INTRODUCTION

The De Anza Reading Center is a California Demonstration Program for intensive instruction in reading at the junior high school level that was originally modeled after the successful program developed at Santa Barbara Junior High School. The Center has been operating since January of 1973 when the first group of seventh graders began participating in the program. Each project group receives instruction in the Reading Center for two years--as seventh and eighth graders. All students at the project grade level participate in heterogeneous classes regardless of their reading levels and abilities. The objective is to help every student become a better reader and a more responsible person.

Since the project began, five groups have successfully completed the program with eighth graders going on to high school in 1974, 1976, 1978, 1980 and 1982. All students participate in the program on a rotational basis from their science classes or from the E.S.L. English class. While a variety of approaches and materials are used within the Center, the major instructional strategies include:

1. A supportive, non-threatening environment emphasizing individual progress and success.

2. A diagnostic/prescriptive approach to individualized instruction and learning on a contract basis.

3. A low pupil/teacher ratio with Reading Teachers and trained Instructional Aides available to give almost instant help and support when it is needed.

4. A wide variety of high interest, multi-sensory materials and methods in an attempt to meet the needs of all learning styles and rates.

5. A program designed for all levels of reading - remedial, corrective and developmental.

As outlined in the proposal, the project was to include twelve major components and eight specific objectives. The evaluation of these twenty items is contained within this report.

COMPONENTS

I. Diagnosis of Individual Problems:

Basic to the De Anza reading program is the diagnosis of strengths and weaknesses in reading of each participating student. To formulate a diagnosis the Center staff utilized a variety of testing instruments including a visual, auditory and general health screening to rule out physical problems which might interfere with reading.

Achievement testing is required of all Demonstration Programs. The Comprehensive Test of Basic Skills (CTBS) is the standardized achievement test used to measure reading gains in the program. Students are pre-tested in October and post-tested in May so that the achievement of the various programs may be evaluated and compared.

Diagnostic tools used by the De Anza Reading Center include the Slosson Drawing Coordination Test, Stanford Diagnostic Reading Tests, the Classroom Reading Inventory (Silvaroli), an informal Diagnosis of Reading Skills, as well as self concept tests and an interest inventory. The Reading Center also uses diagnostic tools that are available with specific instructional programs. For example, criterion referenced tests and other placement tests may be used with "Audio Reading Progress Laboratory," "Learning 100," "Reach," and System 80 Programs. In addition, other informal tests and inventories are administered as needed to pinpoint specific interests and needs in skill areas.

II. Prescription of Activities to Eliminate Identified Problems:

After diagnostic testing is completed, the Reading Center teachers write a prescription for each student. In this prescription the strengths are analyzed and the appropriate remedial, developmental and/or enrichment activities are recommended.

The teachers translate this prescription into a specific course of study by means of a Contract negotiated between the teachers and pupils. The students' needs, abilities, interests, likes and dislikes are taken into account and they are told the purpose of each type of lesson that is assigned.

The Contract is designed as a twenty-five day plan of study and the students are expected to do an average of two lessons a day for ten points to earn a minimum of 250 points within the life of the Contract plus 30 points for independent reading which is done outside of class. Each student has twenty-five working days on the Contract, so absences extend the completion date to allow everyone comparable time. Students may earn additional points by completing extra lessons and reading more extensively. At the completion of each Contract, a formal evaluation of the student's progress is made by both the teacher and the student. A Contract Evaluation Form is filled out by the students on which they note two things they have learned, which reading skills they still need to work on, which lessons they found most helpful and which was the favorite lesson.

Most pupils are quite honest about analyzing their strengths and weaknesses, and their comments along with their progress charts help the teacher and the student plan the next Contract to their mutual satisfaction.

III. Individualized and Small Group Instruction:

Since all students work on a Contract basis and a wide variety of materials are used, the Center could not function in any other manner. Students are always working individually or in small groups.

IV. An Individual Student Record of Skills Mastered:

Progress is recorded daily on the individual Contract (see II above). Both students and teachers are always aware of what they are doing and where they are on a particular unit of work.

V. Flexible Scheduling and Flexible Class Size for Reinforcement and Extension of Reading Skills in Content Areas:

Students participate in the Reading Center for approximately half of each school year. They come into the Center from their science classes for a period of three weeks. At the end of the three week period Group One returns to science and Group Two comes to the Reading Center. This type of rotation continues throughout the year: half of the students are in science classes and half of them are in the Reading Center; then they exchange places. Some students have been in the Center full time for a trimester or even for the entire year if it seemed the best way to meet the student's needs. Each situation is carefully considered to plan an appropriate course of action for students as individuals. During 1982-83 all LEP/NEP students were scheduled in full time to help them develop greater facility with the English language.

Materials in the Center have been used to support content areas. The major emphasis has been in social studies, English, sports, careers, English as a Second Language and counseling.

VI. Cooperative Teaching of Reading:

The Reading Center teachers and aides must work cooperatively in order for the Reading Center to function. The staff works as a team in planning instructional strategies, analyzing student behavior, and evaluating the impact of the program on both staff and students. In addition, the science teachers work cooperatively with the Reading Center staff as they both seek to provide personalized instruction for students.

VII. Guidance and Counseling Program 1982-1983:

The Reading Center Counselor works with students on an individual and small group basis to supplement and reinforce the work of other staff members. The focus in counseling this year has been on academic achievement in reading. This is a continuation of the emphasis on academic and social effectiveness begun in the 1980-81 school year, but expanded to involve students in formulating an "action plan" for positive change. Working in Group Counseling sessions and individually with students, the

project counselor asks students to identify and set specific reading and behavioral goals especially in regard to completing Reading Center homework and book reports. She then helps each student develop an action plan to implement positive change. For example, academic action plans might include doing math homework every night, writing a paragraph for English twice a week or studying spelling words for fifteen minutes daily, etc. A behavioral plan might include getting to class on time, using instructional time more productively, eliminating unnecessary talk, or learning how to contribute to a group discussion. Consequently, students were actually putting into practice the human relations and academic skills they were learning.

Group Counseling sessions emphasize human interaction skills which are sharpened and tested within the group situation. The Human Relations goals enable students to practice specific objectives. These involve positive social skills, goal setting, values clarificaiton, career awareness, problem solving, and leadership in discussion. In addition, the counselor is directly involved in the instructional process by being available for book reports, informal talks with students, helping set academic goals, and working daily with the E.S.L. and non English speaking students in instructional groups. Counseling continues to be a vital component and an integral part of the reading program.

The following are overall statistics which indicate the emphasis on effectiveness for this year as well as the on-going emphasis on fostering positive self esteem:

1. Individual counseling sessions (saw each student at least 2 times) .. 1000

2. Group counseling (conducted 9 student groups for total of 72 sessions involving 90 students in groups)

3. Counselor orientation sessions .. 10

4. Daily instruction of non English proficiency students (Spanish speaking)

5. Provided 8 group counseling sessions for all seventh grade LEP/NEP students

6. Dissemination workshops, classes, discussions, and presentations .. 7

7. Conferences with parents: telephone and visit .. 250

8. Conferences with teachers .. 100

9. Dissemination: Distributed brochures on the counseling program to parents and students in both English and Spanish.

10. Dissemination of five separate counseling booklets through workshops, to visitors and through the mail.

VII. Development and Production of Reading Materials

The De Anza Reading Center uses a wide variety of high interest materials to meet the needs of junior high students. Because such a wealth of materials has been developed in recent years, the Center primarily uses commercial materials to provide an eclectic approach to reading. The staff has developed some reading materials such as word cards, stories and games, but this is not a major thrust of the program.

VIII. Dissemination:

The Reading Center staff is responsible for writing and/or revising dissemination materials. During the 1982-83 school year, the emphasis was on developing materials that would help providers of educational services understand the key components of the Futureprint reading program and the requirements for adapting the program in their own schools. Two new booklets were written: Futureprint - A Reading Program for Junior High Students and Futureprint Evaluation Handbook. Several other materials were developed such as a Description of Dissemination Publications, a packet of Student Forms, Counseling Information Sheets, Project Profile, Needs Assessments for potential adopters, Time Line, Planning Form and Site Visitation Check List.

The Project staff has written several booklets, workshop packets and two awareness brochures to disseminate information about major components of the program. These were distributed widely throughout California at Demonstration Programs Conferences, reading workshops and inservice sessions, college classes and to site visitors.

Following is a list of the De Anza Reading Center's dissemination booklets, materials and packets:

- De Anza's Design for Reading, an awareness brochure
- De Anza's Design for Counseling, an awareness brochure
- Reading in a Supportive Environment
- De Anza Designs a Management System for Reading
- De Anza Designs Resources in Reading
- Futureprint - A Reading Program for Junior High Students
- Futureprint Counseling Design
- Futureprint Evaluation Handbook
- A Guide to Group Counseling
- Human Relations Class: A Syllabus
- Reading Diagnosis for Individualized Instruction
- Zoom Into Preschool Story Hour
- Communicating Content Ideas with Reading-Thinking Strategies
- Counseling Program: An Explanation to Parents
- Counseling Program: To the Students -- So you're Going to Be in Group!

- De Anza Reading Center student profile, student contract, student record sheets
- Information capsules on goals and objectives, instructional strategies, De Anza "Tips"
- Parents, Help Us To Help Your Child
- Futureprint, Tenth Annual Report

Dissemination through the National Diffusion Network

In June, 1982, the Demonstration Reading Program at De Anza was validated by the Joint Dissemination Review Panel in Washington, D.C. as an exemplary educational program. In October, 1982, Futureprint was funded by the United States Department of Education as a developer/demonstrator in the National Diffusion Network. As a member of the N.D.N., the De Anza Reading Center has the responsibility of disseminating information about its program nationally and providing inservice training and follow-up assistance to schools that adopt or adapt its program. The project supplied awareness materials to state facilitators in all fifty states and complete packages of all materials available from the program to thirty-five states. In addition, the project responded to hundreds of requests for information and materials.

IX. Demonstrations

The Demonstration Reading Program at De Anza Junior High is responsible for demonstrating components of the program for educators within Ontario-Montclair, in neighboring districts, in the state of California and throughout the United States. The staff takes this commitment seriously, devoting considerable time and effort to demonstration and dissemination.

Visitors are always welcome at De Anza. During 1982-83 the project was visited by 65 educators from twenty-five different school districts. In addition, 123 parents and members of the local community visited the program during the year, and an average of twenty adults attended the Reading Center in the evening to improve their reading and/or to become more fluent in English.

Demonstrations were given to schools, school districts, college classes, community groups and professional groups at workshops and inservice sessions. Presentations were made for the following groups:

1. Graduate classes, University of La Verne and Azusa Pacific University
2. School Advisory Council, De Anza
3. De Anza Parents
4. Alta Loma Junior High School - Content Area Workshop
5. Educational Leadership Seminar, Anaheim
6. Fitz Intermediate School Parents - Santa Ana
7. Lone Hill Intermediate - San Dimas - Content Area Workshop
8. Foothill Council - I.R.A.

9. Ontario-Montclair teachers and administrators
10. Teachers and administrators from West Covina, Alta Loma, San Diego, Ramona, Glendora, Cucamonga, Chino, La Verne, San Bernardino, El Dorado, Upland and Yucaipa

Demonstration Programs Conferences:

In addition to the presentations listed above, the De Anza Reading Center staff participated in two Demonstration Programs Conferences in Chico and San Diego. The staff presented five workshops at the Northern Demonstration Conference in Chico: One "Diagnosis -- The Starting Point," two "De Anza's Design for Reading," an overview, and two "Communicating Content Ideas with Reading-Thinking Strategies."

The entire staff attended the Southern Demonstration Programs Conference in San Diego presenting eight workshops: two overview, two management system, three counseling and one content ideas. In addition, the staff prepared a display booth which was manned throughout the conference to provide information about De Anza's reading program, distribute our booklets and display samples of instructional materials.

National Diffusion Network Presentations:

To fulfill its commitment to disseminate the Futureprint reading program throughout the United States, the Reading Center staff made forty-four presentations at professional conferences in ten states outside of California. Awareness sessions were presented for the following groups:

Chapter I Conference - Gatlinburg, Tennessee
Language Arts Coordinator - Greensboro, North Carolina
State Facilitators - Washington, D.C.
Montana Association of Elementary School Principals - Helena, Montana
Intermediate Exemplary Programs Conference - Oahu, Kauai, Maui, Hawaii
Secondary Reading and Writing Conference - Minneapolis, Minnesota
New Educational Programs That Work Awareness Conference - Seattle, Spokane, Washington
1983 Promises in Education Conference - Austin, Texas
N.D.N. Awareness Conference - Great Falls, Montana
N.D.N. Awareness Conference - Bismark, North Dakota
N.D.N. Awareness Conference - Atlanta, Georgia

In addition, teachers from five school districts in Montana attended a day and a half training session in order to be prepared to implement the Futureprint reading program in their own schools.

Replication

The De Anza staff provided assistance, inservice and consultation for schools that replicate, adapt or adopt portions of the De Anza program Forty-two schools have replicated one or more components of De Anza's.

design for reading, and fifty-three schools have made changes in their reading programs since visiting De Anza.

The De Anza staff appreciates the opportunity to be of service to educators and is gratified to learn that many ideas, components and publications of the De Anza program are being adapted throughout the United States and as far away as Guam and New Zealand.

X. Every year the Reading Center plans inservice sessions to provide opportunities for professional growth for the staff. During 1982-83 the staff participated in the following inservice sessions:

Writing Inservice

The Reading Center staff participated in a half day writing inservice presented by the De Anza English Department. This was part of the S.I.P. plan for the 1982-83 school year. The purpose of the inservice was to explain how writing skills are being taught in the English classes and to explore how writing skills might be incorporated throughout the curriculum.

Self Review Training

The Reading Center staff participated in Self Review training presented by Lila Chick, Ontario-Montclair School District evaluator from the office of Educational Support Services. The purpose of the training was to acquaint the staff with the self review process as it relates to the School Improvement Plan. The beginning process exams the methodology of education. This was the first of several workshops. The eventual goal is to have each teacher do his/her own self review and/or participate in a school-wide review.

District Curriculum Continuum

This inservice was presented by Lucille Robinson to acquaint the staff with the continuum of skills developed by the district teachers. The staff was encouraged to offer input regarding possible changes and was then asked to indicate how the identified skills are being taught in each curricular area.

District Minimum Day

The Ontario-Montclair School District provided a minimum day inservice for all teachers. The reading center teachers attended the section given by Dr. J. David Cooper on Steps in Accounting for Reading Needs in the Content Area. Emphasis was on vocabulary development, establishing student's background, guided reading and follow-up.

Woodcock Reading Mastery Tests

Barbara Salyer, Reading Center teacher, presented an inservice session to the Reading Center staff on the administration, scoring and evaluation of the Woodcock Reading Mastery Tests. The instructional staff

will be using this instrument on a trial basis to diagnose the reading needs of students who are determined to require an individual diagnostic test.

Review of new materials

Whenever the staff ordered a new instructional material, it was presented to the group to familiarize everyone with the format, purpose, interest level and correct use.

Participation in workshops and conferences

Members of the staff participated in the following conferences and workshops:

California Reading Association
Claremont Reading Conference
Asilomar Conference for Project Directors
Foothill Council Conference
Demonstration Programs Conferences
N.D.N. Regional Conference
N.D.N. National Conferences

XI. Rewards for Students Showing Evidence of Improvement:

Books and posters were awarded at the end of each contract according to the points earned. A minimum of 280 points are required within twenty-five days to be eligible for a reward. Most students completed three contracts during the year thus receiving at least three prizes, and many students earned more than 100 extra points on their contracts, thus earning an additional reward.

This year the De Anza School staff had an awards assembly at the conclusion of each trimester to emphasize the importance of academic growth. Each teacher selected two students from each class to honor as the most outstanding and the most improved in each academic or elective area. As a result the Reading Center honored at least thirty students each trimester or ninety throughout the year. Furthermore, each year De Anza students are recognized for a variety of accomplishments at the annual Awards Assembly. The Reading Center staff decided to recognize three students in each category. The following students were honored:

Most Outstanding Reader:	Laura Donahoe (Mrs. Caplan)
	Doris Bosco (Mrs. Larson)
	Stacey Allen (Ms. Salyer)
Outstanding Progress:	Tom Smith (Mrs. Caplan)
	Raul Sandoval (Mrs. Larson)
	Juanita Barajas (Ms. Salyer)

PART II

Results of the Program's Specific Objectives

DE ANZA READING CENTER

INTRODUCTION

The De Anza Reading Center is committed to two basic goals:

- To increase the reading achievement of each student
- To improve the self concept of each student.

Seven specific objectives have been identified by the Reading Center staff to meet these two goals. The following objectives are included in the program design for the 1982-83 school year:

OBJECTIVE 1 - The mean gain for the regular project students enrolled in the De Anza Junior High School will be at least 1.2 months reading achievement for each month in the program as measured by the CTBS.

OBJECTIVE 2 - At the end of the 1982-83 school year the mean score of the target students in attendance 80% or more of the project school days, will demonstrate they will score at least as well as children at the grade level in other parts of the state as measured by their reading grade equivalent score on the CTBS.

OBJECTIVE 3 - Selected students will indicate a positive change in self concept as measured by a locally selected self-concept test.

OBJECTIVE 4 - The instructional component of the project will provide personalized instruction through the diagnosis of each student's reading needs and learning characteristics and the prescription of alternative validated activities for each required learning objective with appropriate screening and mastery test items as evidenced by project records of diagnostic test scores, student contracts, and project reports.

OBJECTIVE 5 - Each teacher, auxiliary personnel, para-professional, and administrator involved directly in the operation of the Reading Center will possess the skills specified for his/her role in the program and/or will acquire those deemed necessary to fully function within the Reading Center according to the demands of his/her specific position.

OBJECTIVE 6 - Parents of participating students will perceive the reading program as good for project children and good for the community, as reflected by a majority of positive responses on a locally developed instrument.

OBJECTIVE 7 - The District Board of Trustees will perceive the reading program as worthy of continuation and implementation within the school district as evidenced by Board action.

ANALYSIS OF SPECIFIC OBJECTIVES

The evaluation of the De Anza Reading Center program focuses primarily on the first objective, improvement in reading achievement. Student test scores and other data verify improvement in vocabulary and comprehension skills for project participants. The following report analyses each project objective and presents supportive data that proves the attainment of each.

OBJECTIVE 1

The mean gain for the regular project students enrolled in the De Anza Junior High School will be at least 1.2 months reading achievement for each month in the program as measured by the CTBS.

The Comprehensive Test of Basic Skills (CTBS) was administered to project participants in September 1982 and May 1983. Two hundred ninetynine (299) seventh graders completed both the pre and post administrations of Form S, level 3 of this test. The following table reports a comparison of these two tests:

MEAN GAIN IN MONTHS FROM SEPTEMBER 1982 to MAY 1983
FOR PROJECT STUDENTS IN DE ANZA READING CENTER

N:	Test	Pre	Post	Gain
299	CTBS S/3	5.7	8.0	2.3

The objective was to gain 1.2 months for each month of instruction or 8.4 months during the seven month teaching period between October 1, 1982 and May 1, 1983. The total reading pretest mean score for the project participants was 5.7 and the posttest mean score is 8.0. A comparison of these two scores reflects a gain of 23 months or 3.2 months for each month in the program. The objective was to gain 8.4 months and the actual gain was 23 months, therefore, the objective was exceeded in excess of twice the amount stated.

To further explore the effectiveness of the De Anza Reading Center for project participants, the Vocabulary and Comprehension sections of the Reading Subtest of the CTBS were analyzed. This analysis is reported in the following table:

COMPARISON OF PRE & POST SCORES READING SUBTEST - CTBS S/3
SEPTEMBER 1982 - MAY 1983

*(Scores are Scale Scores/Grade Equivalents.)

N=299	PRE SS/GE* (Std.Dev.)	POST SS/GE* (Std.Dev.)	GAIN SS/GE*
VOCABULARY	461/5.8 (93.8)	532/8.1 (91.4)	71/2.3
COMPREHENSION	461/5.3 (98.9)	526/7.8 (93.7)	65/2.5
TOTAL READING	456/5.7 (89.7)	523/8.0 (85.8)	67/2.3

The data would indicate that although project students achieved a slightly higher score in the Vocabulary sections of the reading subtest (8.1) than in the Comprehension section (7.8), there was a greater gain made in Comprehension (25 months vs. 23 months for Vocabulary). Overall, students achieved a 23 month gain over seven months of instruction or 3.2 months growth for each month in the program.

OBJECTIVE 2

At the end of the 1982-83 school year, the mean score of the target students in attendance 80% or more of the project school days will demonstrate that they will score at least as well as children at the grade level in other parts of the state as measured by their reading grade equivalent score on the CTBS.

Three hundred forty (340) students took the post test in May 1983. Of these students two hundred ninetyfour (294) attended at least 80% of the class sessions. The raw scores of these students were averaged, converted to grade equivalent scores and compared with those of the publisher's norming group for that grade level. The following table reports these results:

COMPARISON OF CTBS S/3 MAY SCORES OF DE ANZA SEVENTH GRADERS AND PUBLISHERS NORMING GROUP

GROUP	RAW SCORE	GRADE EQUIVALENT
DE ANZA STUDENTS	51	7.8
PUBLISHERS GROUP	50	7.7

The data presented above would indicate that De Anza's students perform as well as other students of the same grade and age level nationwide. This objective was met.

OBJECTIVE 3

Selected students will indicate a positive change in self-concept as measured by a locally selected self-concept test.

All project students were administered the Self Concept Semantic Differential (Schwartz & Langri, 1965) in October 1982. On this instrument, students were asked to check on a scale of 1 to 7, how they felt they rated between the positive (1) and the negative (7) attributes. There are eight attributes to be rated and three like/hate statements. The higher the total score, the lower the self concept.

Twentynine (29) students (15 boys and 14 girls) who received scores indicative of a poor self concept were selected for further attention and study. These same students were administered the Self Concept Differential in May and their scores were matched. The mean scores of these 29 students was compared on a pre-post basis. The number of students who improved were also calculated. To further develop a profile for these students, three specific criteria were studied. Like Myself/Hate Myself, Like to Read/Hate to Read, and Good Reader/Poor Reader were assessed. The table below displays these data:

SELF CONCEPT SEMANTIC DIFFERENTIAL

N=29	Pre Mean	Post Mean	Gain
Total Scales	42.5	32.6	9.9
Like Myself/Hate Myself	3.1	2.3	.8
Like to Read/Hate to Read	3.9	2.9	1.1
Good Reader/Poor Reader	4.1	3.7	.4

The above data reflects a positive change of 9.9 points from pre to post for the total group of twentynine selected students. When specific categories were isolated the change was minimal. However, it would appear that the student's perception of himself and reading realized greater gains than whether he felt he was a good or bad reader. It is interesting to note that the gains were considerably greater for the Like/Hate to Read category. From this sample one could predict that as a student's total perception of himself improves, his feelings toward reading improve also.

CHANGE OF SELF CONCEPT

N=29

Group	Improved		Same		Declined	
	N	%	N	%	N	%
Boys	13	87	0	0	2	13
Girls	11	79	1	7	2	14
Total	24	83	1	3	4	14

There was a positive change in self concept for 24 of the 29 selected students (83%). Eighty seven percent (87%) of the boys and 79% of the girls selected made these gains.

The data reported in the two tables presented above indicate that this objective has been met.

OBJECTIVE 4

The instructional component of the project will provide personalized instruction through the diagnosis of each student's reading needs and learning characteristics and the prescription of alternative validated activities for each required learning objective with appropriate screening and mastery test items as evidenced by project records of diagnostic test scores, student contracts, and project reports.

One of the strengths of the De Anza Reading Center is its instructional management system. Students are administered several diagnostic assessments to determine their strengths and weaknesses. Reading activities are prescribed for each student based upon this individualized diagnosis. The student works from a contract which lists the daily activities geared to the student's needs. These contracts are monitored daily as to quantity, quality, and mastery.

Student interviews and evaluator observations support the fact that the individualized, personalized approach is in effect on a consistent basis. This objective has been fully met.

OBJECTIVE 5

Each teacher, auxiliary personnel, para-professional, and administrator involved directly in the operation of the Reading Center will possess the skills specified for his/her role in the program and/or will acquire those deemed necessary to fully function within the Reading Center according to the demands of his/her specific position.

All Reading Center personnel was made aware of new techniques, materials, and research in the field of reading. They were inserviced in the use of new diagnostic tests, evaluation of new reading materials, and student reading needs in the content areas.

Specific attention was given to the methods utilized by all members of the Reading Center staff in working with students. The evaluator observed these skills during on-site visitations and found the staff to be highly qualified for carrying out the assignments and demands of his/her position.

OBJECTIVE 6

Parents of participating students will perceive the reading program as good for project children and good for the community, as reflected by a majority of positive responses on a locally developed instrument.

A random sample of parents were selected for telephone interviews. Of the original 36 names selected, contact was made with 50% (18) of them. Of the other 50%, several telephone numbers were no longer in service or after repeated attempts to contact them there was still no response. The same ten questions were asked each parent.

Since the number of telephone contacts were so few, a questionnaire was sent to the parents of the project participants. One hundred twenty (120) parents responded to the survey. The questionnaire consisted of nine (9) questions, seven of which were the same as those asked parents in the telephone interviews.

The following table reports the seven questions common to both surveys and the percentage of yes responses for each group.

PERCENTAGE OF POSITIVE RESPONSES TO PARENT SURVEYS

Parents Interviewed = 18
Parent Questionnaires = 120

		Interviews	Questionnaires
1. Do you feel you have adequate information about the reading program?		78%	72%
2. Do you understand the program?		50%	77%
3. Has your child improved in reading since he/she has been a student at De Anza?		83%	85%
4. Does your child read on a regular basis at home?		78%	63%
5. Have you been satisfied with your child's reading grades?		83%	78%
6. Has your child's attitude toward reading improved?		78%	67%
7. How does your child feel about the Reading Center program?			
	Very helpful	55%	45%
	Somewhat helpful	12%	43%
	Not helpful	17%	5%
	No response	17%	7%

It can be noted from the data above that a majority of both groups of parents feel that they have been adequately informed about the reading program and understand what the Center is doing for students. Overall the responses of the parents interviewed and surveyed indicated a positive perception of the reading program at De Anza. A complete report of both surveys can be found in the Appendix. (See Appendix) Parents did perceive the reading program as being good for their child as reported above. This objective was met.

OBJECTIVE 7

The District Board of Trustees will perceive the reading program as worthy of continuation and implementation within the school district as evidenced by Board action.

The Board of Trustees has supported the State Demonstration Reading Program at De Anza and Imperial Junior High Schools and has authorized their continuation on a yearly basis. In addition, the Board has authorized the project to be nationally disseminated through the National Diffusion Network.

The following excerpt is from the minutes of the Regular Meeting of the Board of Trustees:

"Board Meeting Minutes
3-24-83

SPECIAL EDUCATION AND SUPPORT SERVICES

Mr. Larick moved for approval of an application for continuation of the Demonstration Reading Program - Project Futureprint at De Anza Junior High School for the fiscal year 1983-84 in the amount of $169,800 under Education Code Section 6490-6497, AB 938 and SB 420, and authorized George A. Duerr to sign the application. Mrs. Briggs seconded and it was passed unanimously. (Appendix F)"

Approval of Application for Demonstration Reading Program at DeAnza Junior High School.

DE ANZA READING CENTER

COUNSELING COMPONENT

The focus for 1982-83 of the Reading Center Counseling Component has been on academic achievement in reading. Two of the ten questions asked the parent by the evaluator during the telephone interviews and one of the questions asked during the student interviews were about the counseling program. The following tables report the results of these questions:

PARENT INTERVIEW
RESPONSES TO COUNSELING QUESTIONS

QUESTIONS	YES	NO
Are you aware that your child has or will have the opportunity to have group and individual counseling?	17%	83%
Would you like more information about our counseling program?	78%	22%

It would appear from the above data that even though the project counselor has made numerous parent contacts, sent brochures to the students' homes in both English and Spanish, and conducted group and individual counseling sessions, the parents still have not connected the counseling program with the Reading Center. In speaking to parents, the evaluator determined that many parents thought the project counselor and the school counselor were the same and/or had the same role.

STUDENT INTERVIEW
RESPONSES TO COUNSELING QUESTIONS

Do you feel you can talk with the project counselor if you need or want to do so?

GROUP	N	YES	NO
I	43	88%	12%
II	44	82%	18%

A large percentage of the students interviewed felt comfortable with talking with the project counselor. Those who expressed reluctance indicated that they did not know her, had no reason to speak to her, or did not share their problems or feelings with anyone.

CONCLUSIONS

The De Anza Junior High School Reading Center met or exceeded each of the seven specific project objectives that are part of their program design for 1982-83. Project participants made 23 months gain on the reading subtest of the CTBS S/3 during the seven months of instruction, October 1982 - May 1983.

Parents reported that the program had been effective for their children. Students indicated that their reading abilities had improved, they felt better about themselves in general, and they no longer hated to read.

Overall, evaluation data provide convincing evidence that De Anza Reading Center has produced educationally significant results during the 1982-83 school year.

RECOMMENDATIONS

The De Anza Reading Center staff has indicated a desire to supplement the Classroom Reading Inventory (Nicholas J. Silvaroli, 1965) with the Woodcock Reading Mastery Tests (Richard W. Woodcock, 1973) for the individual assessment of the low achieving reader. It is recommended that project personnel evaluate the effectiveness of this new instrument in appropriately diagnosing and placing both new and returning students and determine the accuracy of the test in assessing the strengths and weaknesses of the student.

APPENDIX

DE ANZA READING CENTER

N= 120
(13 Spanish
107 English)

7th GRADE PARENT QUESTIONNAIRE

QUESTIONS	YES	NO	N/A
1. All 7th grade students at De Anza have participated in the reading center throughout the 82-83 school year. Do you feel you have had adequate information about the reading program?	72%	27%	1%
2. Do you feel you understand how the program has tried to help your son/daughter become a better reader?	77%	20%	3%
3. Do you feel that your son/daughter has improved in reading since he/she has been a student at De Anza?	85%	11%	4%
4. The reading center assigns 20 minutes of independent reading as homework to be done daily throughout the year. Does your son/daughter read on a regular basis?	63%	34%	3%
5. The reading center has given your student a letter grade on his/her report card. The grade is based on points earned in class and books read at home. Have you been satisfied with your student's grades?	78%	18%	4%
6. Are you aware of your student's reading level as indicated on his/her report card?	79%	18%	3%
7. Have you noticed that your son/daughter reads more at home since attending the reading center?	60%	38%	2%
8. Do you feel the program has improved your son's/ daughter's attitude toward reading?	67%	25%	8%
9. After participating in the reading center program, how does your student feel about it? N/A 7%	Very helpful 45%	Somewhat helpful 43%	Not helpful 5%

DE ANZA READING CENTER

7TH GRADE PARENT QUESTIONNAIRE

Question #3 COMMENTS - Do you feel that your son/daughter has improved in reading since he/she has been a student at De Anza?

-In comprehension and vocabulary.
-Last year she never did her work.
-John loves the center. He feel positive about his work and is stimulated to do more.
-Her grade level has improved.
-These questions are very difficult for me to answer because my daughter has always been an avid reader. I will be highly interested in seeing what it does for my next year's junior high student who is slightly below grade level.
-I know he doesn't read like he should.
-She used to love to read, seemed to get away from it awhile and is now back to reading again because of book reports due or whatever. Its great!!
-I would have liked more information on the "contracts".
-Very much thanks for helping him.
-Yes, she has improved a lot. (2 responses)
-Did not know there was not even a reading program going on.
-Any type of organized reading program is appreciated.
-Every day homework please.
-No, I feel she has not progressed at all since going to De Anza.
-He seems to understand what he reads a lot better.
-Laura has really enjoyed the center and has come home many a day and talked about it.
-Reads more novels at spare times for entertainment now.
-He has not been in the program long enough to really know.
-Yes, he has improved somewhat.
-Cannot tell any difference.
-Owen has always been a good reader.
-His reading skills have improved because of the reading program.
-I answered "no" on the first two because I did not receive information. I guess this is my fault because I could not attend any of the meetings this year.

Question #5 COMMENTS - The reading center has given your student a letter grade on his/her report card. The grade is based on points earned in class and books read at home. Have you been satisfied with your student's grades?

-She could be doing better. (4 responses)
-It has made John more aware of the joys of reading (comic strips, short articles, etc.)
-I was not aware that books read at home earned anything. My child has always loved to read and has a lot of books.
-Very much so. She has really been trying hard and we are proud of her.
-I know its also my son's attitude.
-Except for a deficiency note sent home that I felt was unjustifiable!
-At least he is doing better than last year.
-She got a good grade, that satisfies me.
-Would like to see her read more but am unwilling to push too much.
-He never brought homework home.
-John also reads aloud at home 2 to 3 hours a week.

DE ANZA READING CENTER

PARENT QUESTIONNAIRE COMMENTS

Question #5 (continued)

-I think Veronica has done really well in reading and understanding what she reads.
-My daughter has not been in De Anza very long.
-Mynk has always enjoyed reading - the program has helped he somewhat to retain what she's read.
-Not really. Considering his capabilities in reading, I feel he has been graded low.
-But I feel he still could do better with a little more effort.
-I cannot answer this question because I do not remember seeing any report card.
-I believe there is always room for improvement; I am referring to Rosita's report card. (Translated from Spanish questionnaire.)

COMMENTS AND SUGGESTIONS FROM PARENTS

-Explanation of where student is leveled, strong points, weak points.
-More time in the reading center would do better. Thank you very much. I'm sure this program is good, if our son would use what he has learned.
-Whatever you're doing is working for Dawn. She is more enthused about books and stories and reads for fun not just homework. Thank you.
-Inform the parent that it is going on and let the parent know if he is going to have homework. Rodney has not brought one thing home for reading.
-Inform parents of what is required each trimester. Kids don't let parents know anything.
-Separate the class into two groups, putting the better readers into one group and slower groups with teachers helping more in the latter group.
-Every child is different. Nacio has had trouble in school since he was little. We at home have tried and still try to help him. I guess he does not like reading because of his past experiences that people made fun of him because he could not read. I think that Nacio could do better if he really understood and he felt comfortable with the person teaching him. He has learned to hide his problems very good and he doesn't trust no one. He doesn't want to open up because he thinks that if he does people are going to make fun of him. I do not know if I'm making any sense. I know Nacio is very insecure but he doesn't let anyone know. I wish I could talk more and I regret that we (the family) could not attend any of your meetings.
-I feel the reading center is well off and feel that my son is doing a lot better with it than without. Thank you.
-I would like to see the program expanded to include speed reading for top readers, rather than offering the class as an elective. This would be the most valuable assistance that could be offered to my daughter as her other interests give priority to full year electives.
-I was very impressed with the center. There have been many changes since I was in school, however, my daughter feels that more group lessons would be a great improvement.
-I am glad that John got an opportunity to participate in this program.
-Just more information about the reading program.
-It is suggested that a questionnaire of this type should be sent to the students. Their input might be worthwhile.

DE ANZA READING CENTER

PARENT QUESTIONNAIRE COMMENTS

COMMENTS & SUGGESTIONS FROM PARENTS (continued)

-I truly can not answer the questions because I do not notice John's homework. John always tries to show me his work but still do not look at it. I do however, try my best to encourage him to complete his homework and to me John is always on his own trying to complete his homework along with all his other duties at home. P.S. I'm a single parent trying to raise 4 teenagers. His father.
-My child has always been a good reader. The variety of books was very helpful becuase it encouraged him to read different subjects not ones that were easy. Thank you very much.
-I suggest that you could be more pressed to each student, because I notice in some kids that they need more help. Thank you.
-Monthly reports would be helpful.
-Please continue the program. It's the best reading program I've seen and I hope it's still at DeAnza when my younger children will be there.
-I don't think there should be any more improving cause its already good.
-In my opinion, the reading center helped Kim. It helped her reading average. Its a good program and other schools should have it. The grades given were satisfying.
-Jackie has been a good reader. I can't fill out questionnaire due to the fact she just enrolled in De Anza two weeks ago.
-Keep up the good work!!
-I would like my nephew to learn to read and speak more English and to learn more words and their meanings. (Translated from the Spanish questionnaire.)

N=18

DE ANZA READING CENTER

PARENT INTERVIEWS

1982-83

1. (Name of student) has been participating in the Reading Center at De Anza. Have you heard about the program? YES: 78% NO: 22%

   Child told parent about Program. (3 responses)
   Received letter from Center. (2 responses)
   Has not been informed of program.
   Second child in Center.

2. Do you feel you understand what the program is trying to do? YES: 50% NO: 50%

   Only what my child has told us. (3 responses)
   Bring students up to grade level.
   Has not received this information.

3. How does (name of child) feel about the program?

   Likes reading Center. (10 responses)
   Hasn't said anything. (3 responses)
   Doesn't care for it. (3 responses)
   Made her start reading.
   It's educational, but not challenging.

4. The Reading Center assigns independent reading to be homework throughout the year. Are you aware of (name of student) reading on a regular basis for homework? YES: 78% NO: 22%

   Noticed child reading more at home. (4 responses)
   Student does very little reading at home.
   Student never reads or has homework.

5. Have you noticed any changes in (name of student)'s reading habits at home since the beginning of the school year? YES: 83% NO: 17%

   Reads more at home. (3 responses)
   Reads better. (3 responses)
   Reads more in English, not just Spanish.
   Goes to library.
   Buys books, magazines. (2 responses)
   No improvement.

6. Do you feel the program has affected (name of student)'s attitude toward reading in any way? YES: 78% NO: 22%

   Reads more. (4 responses)
   Reads a wider variety of materials.
   Has maintained a good attitude toward reading. (2 responses)

7. Grades in reading are based on points earned in class and on book report requirements which are homework assignments. Were you satisfied with your student's grade? If not, do you know the reason he/she did not get a better grade? YES: 83% NO: 17%

   Grades have improved and parent pleased. (6 responses)
   Parent not happy with grades. Doesn't know reason for grades.
   Bad grade due to conflict with teacher in one class.
   She earned the grade, whatever it was. I get tired of asking about her homework.

8. Are you aware that your child has or will have the opportunity to have group and individual counseling? YES: 17% NO: 83%

Didn't know anything about it. (4 responses)
Have received no information in Spanish.
Very pleased with report of counseling.

9. Would you like more information about our counseling program? YES: 78% NO: 22%

Need it in Spanish. (2 responses)
Need more information so mother can help child at home.

10. Do you have any suggestions for improving the Reading Center? YES: 11% NO: 89%

Don't know enough to make suggestions. (2 responses)
Better communication with parents. (2 responses)
Information should be mailed home.
Like program as is.
Should be more like schools in Europe.

DE ANZA READING CENTER

STUDENT INTERVIEWS

Two groups of students were interviewed to determine their perception of the De Anza Reading Center. Students were selected randomly from each class during a school day. The first group of forty-three students was comprised of twenty-three (53%) boys and twenty (47%) girls. The second group consisted of forty-four students, twenty-eight (64%) boys and sixteen (36%) girls.

Each of the students was asked the same ten questions. Nine of the questions were selected by the Reading Center staff and one by the evaluator.

In response to the question asking the students what they like the most about the Reading Center, Group I indicated the contracts and independent work as the top choice. Both groups rated the teachers and reading (silent and for book reports) high. When asked what they liked least, 44% of Group I and 34% of Group II, were unable to identify anything that would fit in that category. For some reason World of Vocabulary (5 responses) in Group II and book reports (4 responses) in Group I were classified as "least" liked.

Ninety-eight percent of both groups indicated that they felt comfortable in talking with the Center teachers and the aides and all but 2% of Group I said that they had been helped in reading. The majority of the students interviewed felt they could talk with the counselor if they needed to do so. Most of the students who indicated that they could not talk to the counselor said that they did not know her or that they never talked to anyone about their problems.

All but one student indicated that at least some time was devoted to reading at home. In response to the evaluator's question of what types of reading materials did they like best, mystery stories were ranked first; sports stories, articles, or magazines second; and books on adventure, either fiction or non-fiction, ranked third.

Overall, the students were highly positive about the De Anza Reading Center, its materials, personnel, and their involvement in it. It is recommended that the following detailed reports be studied for further information.

DE ANZA READING CENTER

STUDENT INTERVIEWS - GROUP I
N = 43

1. WHAT DO YOU LIKE MOST ABOUT THE READING CENTER?

Work Independently (10 responses)
Contracts (8 responses)
Reading (7 responses)
Teachers (7 responses)
Variety of materials: (6 responses)
- Jabberwocky
- Famous Americans
- Films
- Clues
- RFU

Lounge (2 responses)
Controlled Reader (2 responses)
Quiet atmosphere (2 responses)
Points (2 responses)
Chewing gum
Help in other classes
Helps in reading at home
Group lessons
Book reports

2. WHAT DO YOU LIKE LEAST ABOUT THE READING CENTER?

Like everything about it (19 responses)
Book reports (4 responses)
Reading (3 responses)
USSR (2 responses)
When you have only hard work left on your contract. (2 responses)
Music - sounds like a dentist's office (2 responses)
Certain work:
- Film Strips
- Word Craft
- Word Clues (2 responses)
- Double Action
- Vocabulary

Too much work
Main Ideas
Absolutely Essential Words
System 80

3. DO YOU FEEL YOU CAN TALK WITH THE READING CENTER TEACHERS AND AIDES WHEN WHEN YOU NEED TO DO SO?

YES: 98% NO: 2%

I'm afraid to.
Just sometimes
They really understand.

4. HAS THE READING CENTER HELPED YOU TO IMPROVE YOUR READING? HOW?

I've learned new and harder words. (13 responses) YES: 98% NO: 2%
Reading in other classes has improved. (10 responses)
Comprehension has improved. (10 responses)
Read faster. (9 responses)
Read more. (3 responses)
I get help when I need it. (2 responses)
I can read more interesting stories. (2 responses)

4. Continued

I concentrate better.
My spelling is better.
I don't just read words anymore.
Reading doesn't bug me as much as it used to.
My grades are higher.
Now I like to read.
I read at a higher reading level.
I've learned to sound out words and use the Dolch puzzles.

5. ARE YOU CONCERNED ABOUT YOUR ABILITY TO READ?

WHAT ARE YOU DOING ABOUT IT? YES: 57% NO: 43%

Read more. (8 responses)
Read at home. (8 responses)
Move into a harder level (2 responses)
Convince myself I can do it.
I've been concerned about my reading ever since they told me I was below my grade level in reading.
Ask for help.
Use vocabulary builders.
Reading out loud scares me.
Just read out loud and worry.

6. IS THE READING PROGRAM: a. TOO EASY, b. TOO HARD, c. JUST RIGHT?

a. 4% b. 4% c. 91%

The work just fits what I can do. (8 responses)
Some is easy and some hard. (7 responses)
They test you and put you on the level you need. (4 responses)
I can understand the work. (3 responses)
I can finish with no trouble. (2 responses)
If it were harder, I'd have trouble.
It helps without being too hard.
They never ask me to do hard work.
They make sure it is just a bit of a challenge.

7. HOW LONG DO YOU READ AT HOME EACH DAY?

30 minutes (15 responses)
10-15 minutes (8 responses)
30-60 minutes (7 responses)
10-30 minutes (5 responses)
1-1½ hours (3 responses)
15-60 minutes (2 responses)
2½ hours (1 response)
30 minutes per week (1 response)

8. DO YOU FEEL YOU CAN TALK WITH MISS GUILLEN?

YES: 88% NO: 12%

I don't know her too well. (3 responses)
Depends on the problem. (2 responses)
I don't have any problems. (2 responses)
I believe I can trust her.
She helps me a lot.
When I'm in a bad mood, she makes me feel better.
She's nice
Well, maybe.
I don't know.

9. WHAT DO YOU FEEL COULD BE DONE TO HAVE THE CENTER A BETTER PLACE FOR KIDS?

Just fine as is. (31 responses)
Have better music. (2 responses)
Have more teachers. (2 responses)
Give them more work.
Make it bigger, too crowded.
It has all it needs.
Have your own desk to keep stuff in.
I never think of things like that. I just do what I have to do.
More time to catch up on work.
Have a longer period for reading.
They've done the best they can.
Play music while we work.
Have better books, espically sports.
Put a TV in here.

10. WHAT TYPES OF BOOKS OR STORIES DO YOU LIKE?

Adventure (4 responses)
Mystery (4 responses)
Animals
Teenage
Airplane/rockets
Romance
Action
Biographies of movie stars
Comics
Comedies
Cartoons
Wild stories
Non-fiction
Sports
Enchanting

DE ANZA READING CENTER

STUDENT INTERVIEWS - GROUP II
N = 44

1. WHAT DO YOU LIKE MOST ABOUT THE READING CENTER?

Teachers (8 responses)
The work. (7 responses)
USSR (7 responses)
Like it all. (3 responses)
Don't have to ask teacher for everything (3 responses)
Its fun. (2 responses)
Reading different things. (2 responses)
Tapes (2 responses)
NFL - Superthink (2 responses
Points and prizes. (2 responses)
Sit with friends.
You can sit wherever you want.
Can do more work.
Gives you ability to learn.
Book reports
Work at own pace, do different things.
Has more stuff.
Group discussion.

2. WHAT DO YOU LIKE LEAST ABOUT THE READING CENTER?

No opinion (15 responses)
World of Vocabulary (5 responses)
O.K. as is. (2 responses)
Head sets - tapes. (2 responses)
Controlled Reader. (2 responses)
Multiple Skills (2 responses)
USSR (2 responses)
Counselor
Book reports
Reading for Concepts
Long work and not enough time to finish after USSR.
Too crowded, too many tables.
Frustration, too much business.
Wish music was louder.
Absolutely Essential Words.
Don't change teachers.
Some of the teachers.
Top Picks
Word Craft
Some lessons don't interest me.
Chillers & Thrillers, too hard.

3. DO YOU FEEL YOU CAN TALK WITH THE READING CENTER TEACHERS AND AIDES?

Sometimes
Maybe
Some of them.

YES: 98% NO: 2%

4. HAS THE READING CENTER HELPED YOU TO IMPORVE YOUR READING? HOW?

Read faster. (13 responses)
Improved vocabulary. (9 responses)
Understand things better. (8 responses)
Read more. (4 responses)
Helps in other classes. (3 responses)
Never used to read, now I read a lot. (3 responses)
They push me, I learn more. (3 responses)
Do book reports better, can do them orally.

YES: 100% NO: 0%

5. ARE YOU CONCERNED ABOUT YOUR ABILITY TO READ?

WHAT ARE YOU DOING ABOUT IT? YES: 38% NO: 62%

Sometimes read at home. (7 responses)
Read more and harder books. (2 responses)
Using controlled reader, more stories, books. (2 responses)
Read newspapers at home.
Read after school
By doing my work.

6. IS THE READING PROGRAM: a. TOO EASY, b. TOO HARD, c. JUST RIGHT?

a. 11% b. 7% c. 82%

Right level. (3 responses)
Change me to things that are better for me. (3 responses)
Too easy. (3 responses)
Not too hard or easy. (2 responses)
Too hard. (2 responses)
Too long and boring.
I can do the work.
Getting A's in all of it.

7. HOW LONG DO YOU READ AT HOME EACH DAY?

15 minutes (9 responses)
1 hour (9 responses)
30 Minutes (8 responses)
Not much at all (6 responses)
30 minutes to 1 hour (5 responses)
20 minutes + (3 responses)
15-30 minutes (2 responses)
1½ hour or more (2 responses)
2 Chapters a day on "Outsiders"

8. DO YOU FEEL YOU CAN TALK WITH MISS GUILLEN?

YES: 82% NO: 18%

I think so. (3 responses)
Don't know her. (2 responses)
No way, don't need one in here.
Haven't yet.
If I wanted to, but I don't.
I can handle my own problems.
She handles a lot of problems.
Sometimes.

9. WHAT DO YOU FEEL COULD BE DONE TO HAVE THE CENTER A BETTER PLACE FOR KIDS?

Its O.K. as is. (11 responses)
Get more books. (5 responses)
More fun things to do. (3 responses)
Make more room. (3 responses)
Get better tapes/equipment (3 responses)
Newer, more modern program (2 responses)
Have newspapers here, most people who don't have papers at home like to read sports. Torn up in library.
Not so much work.
Get rid of counselor.
Cut down on USSR.
More bulletin boards would make it better.
Hang stuff from ceiling to make it look better.

10. WHAT TYPES OF BOOKS OR STORIES DO YOU LIKE?

Mysteries (13 responses)
Sports (9 responses)
Magazines (7 responses)
Books (7 responses)
Science Fiction (5 responses)
Adventure (4 responses)
Judy Blume (2 responses)
Animals (2 responses)
Young teens (2 responses)
Love stories
War stories
Newspapers
Comics
Fun stories
Tragedies
Ghost stories
T. V. Guide
Beverly Cleary